

A POCKETFUL OF TROUBLE

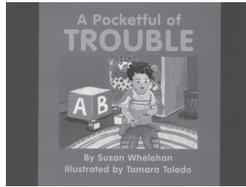
Written by - Susan Whelehan

Illustrated by – Tamara Toledo

Set 10 – 172 words

Building Anticipation – Setting the Context

Wear something with a pocket and put some interesting things in it. Ask: *How many of you have a pocket in your clothes today? Is there anything in your pocket?* Initiate a discussion about the problems pocket contents can cause.



Introduction

Introduce the book by reading the title and saying: *Mark needs his pants washed. When he empties his pockets he finds a note from his friend Sally.* Give each child a book. Have the children look at pages 4, 6, 10, and 12 to ensure that they are familiar with all the things in Mark's pocket.

Have them predict the letter or letter clusters for a several objects and confirm their predictions by locating the word(s). Give the children time to complete their own book walk. Then ask them to read independently to find out what happened to Mark at the end of the story.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *What happened*

to Mark at the end of the story? Read what Mark said. Read it like Mark would have said it. How do you think Mark felt? How would you feel? What do you think Sally was thinking? Why? Find Sally's note to Mark and read it. Did the author provide a surprise ending for us? How did she make it a surprise?

Responding Creatively – Independent Practice

Children can:

- use the reproducible master to draw and label 6 things Mark had in his pockets.
- survey two or three people to find out what is in their pockets and record the information.
- write a note to a friend telling them one or two things you like about them. Use the note in the book as a model. The children can deliver their notes to their friends.
- survey the class on a particular day to find out how many children have a pocket, and how many have more than one pocket. Record the findings on a chart. Provide an opportunity for all to interpret the data.

Read Aloud Connection

A Pocket for Corduroy, by Don Freeman, Puffin Books, 1978.

Froggy Gets Dressed, by Jonathan London, Puffin Books, 1995.

Learning About Language - Focused Teaching

High Frequency Words	called, then, coming	Use movable letters to practice words that need reviewing. Check the book to see if you were right.
Letters and Letter Clusters	<i>Pp</i> —pocketful, pants, pocket <i>Yy</i> – your <i>yo</i> – you, your <i>ye</i> – yes, yet, yellow <i>th</i> – things, them, then <i>bl</i> – blue, blew	How many words can you write that begin with <i>th</i> ? Record the words. Use movable letters to put together and take apart <i>then, them, there,</i>
Onset and Rimes and Word Families	mark, dark, bark, hark, lark, park, pants, ants	Use movable letters to make words using rime <i>ark</i> . Can you make some new words? Clap the syllables of some of the words.
Word Endings	<i>ing</i> - coming <i>th</i> - mouth	Make a list of five words that describe things you do everyday, e.g., <i>eat, sleep, walk, drink, read.</i> Then add <i>ing</i> to each word.
Compound Words	baseball, upstairs, downstairs, outside, forgot	Write words <i>base, ball, up, stairs, out, side, for,</i> and <i>put</i> on cards. Build compound words using these cards.
Contractions		Review familiar concepts.
Text Features	Bold font – no Bold and Capitals - WHOOOO	Feature bolding and the capitalization of a word in shared writing. Discuss why the author might do this. Encourage the children to try it in their own writing.
Poetry Links	<i>then – Meeting Bear</i>	Feature this poem in shared reading. The high frequency word shown is in the book and the poem.

Reproducible Master - A Pocket Full of Trouble

List and illustrate 6 things Mark had in his pockets.

I have _____ in my pockets.